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Abstract

This "Study Outline on Differentiated Staffing" is a compilation of writings on the subject designed to highlight the major assumptions and elements. The outline items are reported directly as they appear in the literature, many ideas keyed to the 59-item bibliography which is included. The author's comments and suggestions are inserted in italics throughout. Major topics in the outline are (1) Major objectives of differentiated staffing (11 are listed); (2) Some of education's troublesome problems and how differentiated staffing relates to them (20 are noted); (3) Descriptions drawn from various differentiated staffing models (The Temple City, California, Model is presented in greatest detail); (4) Strengths (a list of 14); (5) Weaknesses and other significant questions (20 items); (6) Primary issues where the concept of differentiated staffing directly relates to areas of collective bargaining (8 are listed); (7) The position and views of the American Federation of Teachers; and (8) The author's personal views. Another section of "Favorite Quotes" is included for further examination, and a more extensive quotation from the "American Teacher" (May 1969) discusses the question (1) Where is differentiated staffing being implemented? (2) How does it differ from traditional staffing patterns? (3) Is it an educational fad? What are some safeguards against it becoming such? (JS)

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FROM THE AFT PROGRAM FOR QUALITY
EDUCATIONAL STANDARDS IN TEACHING
(QuEST)

AFT
QuEST REPORT ON DIFFERENTIATED STAFFING

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SP 003 291

WHAT IS THE AFT-QuEST PROGRAM?

Persistent and emerging problems face the nation's schools:

Effective teaching
Use of paraprofessionals
Decentralization and community control
Teacher education and certification
Implementation of the More Effective Schools concept
Eradicating racism in education

As the teacher revolution sweeps through urban America, the American Federation of Teachers becomes increasingly aware of its special responsibilities to offer solutions to these other problems. In January, 1968, the AFT's executive council, with representatives on it from most of the nation's big cities, held a special two-day conference to consider these problems and the AFT's responsibilities.

Out of this conference came a mandate for a *continuing body of active and concerned AFT educators* who could—

Anticipate some of the emerging problems resulting from the rapid social changes in our society;

Meet on a regular basis;

Stimulate and initiate confrontations between teachers and these problems at state, local, and national levels;

Organize and coordinate regional and national conferences;

Prepare tentative positions for action by AFT legislative bodies; and

Suggest action programs to implement their findings.

Thus was born QuEST.

Reports on QuEST conferences and other mainly descriptive topics are published regularly in a QuEST Reports series: Background papers on topics of current educational concern are available in a QuEST Papers series; these are *not* AFT position papers but are intended to stimulate ideas which could lead to programs.

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A STUDY OUTLINE ON DIFFERENTIATED STAFFING

Compiled by Dr. Robert D. Bhaerman
AFT Director of Research

Part I

Many papers have been written during the recent past about the concept of differentiated staffing but, unless one was able to devote full time to his reading, it would be practically impossible to review all the journal articles, reports, printed speeches, and other treatises which are available. Therefore, the purpose of this report is to present, in outline form, a compilation of the most significant writings on the concept and to highlight the major assumptions and elements. A few comments are added, these appearing in italics. The outline items themselves are reported directly as they appear in the literature.

The outline is intended to serve as an initial introduction to this issue. Since a great deal of activity and experimentation is taking place throughout the country, it is safe to say that this report, as well as the topic itself, "has its lid off", that is to say, it is open-ended. In short, the last chapters are yet to be written. AFT-QuEST committees, local and state, surely will have a role to perform in that regard.

I. Major Objectives of Differentiated Staffing:

A. Definition: "A division and extension of the role of the teacher through the creation of a hierarchy with job responsibilities that are commensurate with the range of pay." (27)*

B. "The principal objective . . . to place superior teaching talent at the disposal of more students and to offer superior teachers full professional careers as classroom instructors."(3)

C. Specific purposes:

1. An aid in the *recruitment* of new teachers.

2. A factor in the *retention* of teachers, i.e., "teaching as a career".

3. An effect which, hopefully, would lead to the *retraining* of teachers and new approaches to their preparation.

4. An effect which would lead to the *redefinition* of the role of the classroom teacher.

5. The *economic* motive (*This still is an open and unresolved matter, to be sure.*)

*The number in parentheses refer to the item in the bibliography.

"Do the benefits gained from the new differentiated staffing plan or instructional technology justify the costs incurred? Is the cost of moving from one approach to another affordable?(52)

In Temple City, California, where the plan was initiated, a 13-percent increase in personnel costs alone was estimated. Results proved this was a low estimate. At the Oak Avenue School in Temple City, the staff was increased from 27 to 45. Only three of the new members are teachers; the rest are paraprofessionals. The Dade County, Florida proposal states that, by hiring more uncertified personnel and more beginning teachers and interns, costs can be kept in line with existing salary allocations. Many believe that the problem being solved is budgetary, not educational, e.g., "Instead of the median rise in salary cost that now results from longevity, tenure policies and automatic promotion, the school district would gain control over proportioning dollars available to staff functions and staff positions."(3)

D. Additional intended objectives:

1. The better use of teacher abilities, talents, and interests. Increased use of teacher specializations.

2. Personnel would complement each other.

3. Greater flexibility in the use of time. Flexible scheduling probably would be a component of most differentiated staffing patterns.

4. More systematic evaluation of competencies, which then would be related to one's level of responsibility and one's salary. "With these new opportunities for instructional leadership are coming modifications in status, in teaching load, and in compensation." (17)

5. Wider variety of career patterns.

6. Additional routes to the teaching career rather than the traditional one. The work-study route of the paraprofessional would be utilized more widely.

In short, the concept purports to do a number of things, some which badly need doing. However, at the outset, I raise this question for consideration: Is there anything in the above list of objectives which is unique to the vertical hierarchy implicit in most differentiated staffing patterns? Could they be reached, through a multiple of means, apart from the vertical hierarchy? Please bear these questions in mind throughout your reading of this outline. They are the most significant ones that must be raised.

The discussions which have taken place on this issue have had a salutary effect, no doubt, for they have led to a greater analysis of the problems of education. Of course, such educational sore spots can be identified with relatively little ease. (Just look around.) Many educators who have written about differentiated staffing see it as a solution to a number of these significant problems. The section which follows outlines these problems and relates differentiated staffing to the solution.

II. Some of education's troublesome problems and how differentiated staffing relates to them:

A. Salaries--historically at a level lower than most professions. Differentiated staffing is a way to top $...and it still would allow teachers to work with children, at least part of the time.

B. Promotions--historically lead away from the classroom. Teachers lack a road to advancement--as teachers. Lack of career incentives.

C. Teachers with thirty years experience are asked to perform the same role as teachers with one and two years of experience: 35 students, 4 walls, same instructional responsibilities.

D. Little involvement of teachers in decision-making. Differentiated staffing is seen as a way of improving this process.

E. Teacher training traditionally has been poor. More stress, therefore, should be placed on the work-study route, not only for part-time paraprofessionals, but also for those in preservice teacher education programs in colleges and universities.

F. The factor of teacher supply. Currently the shortage has been estimated as high as 175,000 teachers. Therefore, differentiated staffing restructuring is needed to provide ways of overcoming this shortage. The shortage would be alleviated by drawing ex-teachers back into the profession and by holding ones who are now teaching.

G. Poor and inflexible use of teacher time.

H. Misuse of teacher talent. More opportunities needed. No structural differences in the deployment of talent. Differentiated staffing offers a better means of deployment.

I. The current model of the structure of the profession originated in the nineteenth century. It needs re-examination.

J. Teachers are now interchangeable. Under differentiated staffing, teachers would perform a variety of different roles, hence, each would contribute the most he can.

K. Teachers are rewarded for endurance, not for the role they play for their competencies.

L. *The following list represents additional items which the differentiated staffing concept purports to deal with, i.e., as solutions to some of the key problems:*

1. Various routes and entry points to a teaching career.

2. A more open system in that many more adults in our population could play a role in the education of young people.

3. A wider variety of "time tables" for teacher progression. Movement upward is individualized.

4. Teacher roles separated. Teachers would not do the same thing. Assignment would be based upon the variety of teacher interests, skills and abilities.

5. A structured incentive system that rewards teaching. Some teachers would earn what administrators earn. Encourages younger talents.

6. Adherence to individual differences in teaching styles, rates of growth, and performance.

7. Key assumption: that good teachers can perform at a high level regardless of class size. It is argued that parents would rather have children in large classes with an outstanding teacher even part of the time than in small classes with a marginally competent teacher. The outstanding teacher would be responsible for the education of more students.

Of course, in all of the above, one of the problems is the salary factor. The concept of salaries for differentiated staffing is not exactly the same as in merit-pay ratings; it is much more complicated. Merit-pay teachers have the same responsibilities but get different compensation. Differentiated staffing pay scales are based on levels of responsibility or function (as well as on performance criteria, in most differentiated staffing models).

8. The redeployment of personnel differentiated staffing would result in giving students the opportunity to be involved with better teachers. Whereas, "the worst thing about merit pay is that it still does not compensate the poor student for poor teachers."(3)

9. The two patterns have been contrasted along these lines:

Traditional Pattern	Differentiated Staffing Redeployment
4 teachers:	4 teachers:
"one great" -- 30 students each	master teacher - 2/5 teaching load - largest class
"one good" -- 30 students each	senior teacher - 3/5 teaching load - larger class
"one fair" -- 30 students each	staff teacher - 100% teaching load
"one poor" -- 30 students each	asst. teacher - 100% teaching load

One of the dangers facing anyone talking or writing about differentiated staffing is the problem of overgeneralizing. Many differentiated staffing models exist; others are at various stages on the drawing board. Hence, the descriptions which follow are drawn up from the various reviews of the literature on this topic and are among the most commonly illustrative.

III. Descriptions drawn from various differentiated staffing models:

A. Specific job definitions are required. Precise definitions of the jobs teachers perform must be spelled out. Usually these are assigned various levels of significance in terms of teacher responsibility and function.

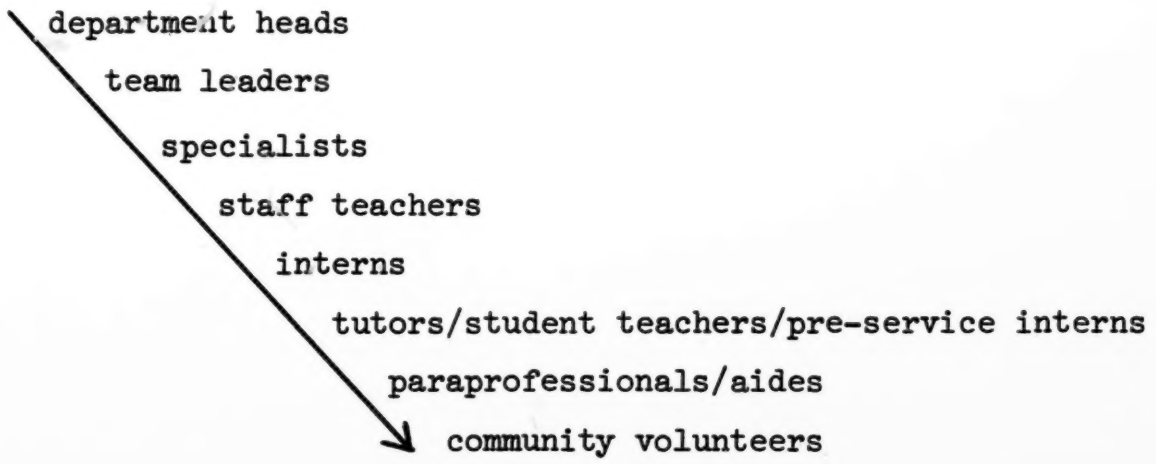
B. Three hierarchies actually are in effect in that differentiated staffing creates lower to upper levels of (1) wages, (2) responsibility, and (3) status, i.e., the prestige scale.

C. The differentiation of levels of responsibility generally falls into three major tasks: applicator of research (master teacher), curriculum "constructor" (senior teacher), and instructional manager (staff and assistant teacher).

D. Evaluation would usually be done by supervisors and in some cases by peers, both in positions above and below the teacher being evaluated. *(This, of course, has the potential of creating tensions and conflicts when those on the lower steps of the ladder conceivably could be aspiring to the positions of those whom they are evaluating. Teachers in higher positions also would be evaluated by the teachers who received services from them. Other proposals provide that an academic senate, composed of teachers on the higher levels, will evaluate all personnel.)*

E. Examples of teacher specialties: research associates, curriculum associates, diagnosticians, visual specialists, systems analysts, computer-assisted instruction specialists, simulation and gaming experts.

F. Functional role definitions: based upon responsibilities and a clearly defined hierarchy of performance criteria for each of the roles. The following ranking is illustrative of these roles:



G. The rank of staff teacher involves many tasks, e.g., planning daily for groups, meeting individual needs, keeping classroom control, maintaining rapport, selecting and organizing materials, conferring with pupils and parents, working with assistants as a member of the team. He (the staff teacher) has been described as one who has remained vital and imaginative, knowledgeable of recent developments and curriculum innovations, the master practitioner, the exemplary teacher, the teacher's teacher. On the other hand, the master teacher is responsible for the application of research, in-service education, coordination of the efforts of others, and the steady feed-in of relevant new practices and curriculum content. The senior teacher also has an in-service education role but primarily is responsible for "curriculum strategies."

H. An academic senate often exists. Its number varies from 5 to 11 teachers and usually has some representatives from the lower ranks. Its tasks

have been described as dealing with decisions on class size, course offerings, course requirements, grading policies, schedules, discipline policies, liaison with the school district, and coordination of the evaluation of colleagues.

I. Three prerequisite conditions must exist to qualify a plan as a true differentiated staffing model:

--a minimum of three levels and a differentiated salary range

--a maximum salary at the top level at least double the maximum salary in the lowest category.

--some direct teaching responsibility for all teachers. Although major responsibility for teaching rests with staff and associate teachers, no teacher would be entirely cut off from students.

In addition, the following characteristics have been described for differentiated staffing:

--use of both paraprofessionals and professionals

--categories of roles

--team organization

--differentiated salaries

--career ladders

J. Summer work options for those on extended eleven or twelve-month contracts:

--research and writing of specific curriculum teaching

--modification of curriculum classes, institutes, workshops, travel

--develop materials

--in-service classes, seminars, workshops

--work in business or industry

--training assistants

--independent study

--organizational planning

--project writing

K. Models:

			NON-TENURE MASTER TEACHER DOCTORATE OR EQUIVALENT
		NON-TENURE SENIOR TEACHER M.S. OR EQUIVALENT	
	TENURE STAFF TEACHER B.A. DEGREE AND CALIF. CREDENTIAL		
TENURE ASSOCIATE TEACHER A.B. OR INTERN			
100% TEACHING	100% TEACHING RESPONSIBILITIES	3/5's STAFF TEACHING RESPONSIBILITIES	2/5's STAFF TEACHING RESPONSIBILITIES
1-10 MONTHS	10 MONTHS	10-11 MONTHS	12 MONTHS
ACADEMIC ASSISTANTS A.A. DEGREE OR EQUIVALENT			
EDUCATIONAL TECHNICIANS			
CLERKS			

The above illustration is the scheme used in Temple City, Calif., where differentiated staffing was pioneered.

Proposal (From Florida) For A Differentiated Staff:

	Number on base level
Teacher Aide ($3,500-4,500) no formal training.....	8
Educational Technician ($4,500-5,500) no formal training.....	2
CAB Assistant Teacher ($3,500-6,500) two years training.....	10
Associate Teacher (BASE LEVEL) ($7,500-9,000) BS Degree.....	16
Staff Teacher ($10,000-11,500) BS Degree plus 30 hours.....	19
Senior Teacher ($12,500-14,000) Master's Degree.....	8
Teaching Curriculum Specialist ($15,000-16,500) Master's Degree plus 30 hours.....	2
Teaching Research Specialist ($17,500-19,000) Doctorate.....	2
	67
Principal ($18,000).....	1
	68

For something as terribly complex as differentiated staffing, there are, of course, a number of complex advantages and disadvantages, pros and cons. It

simply cannot be considered a black-or-white, either-or issue. It is much too complicated for that.

IV. Strengths:

A. Provision for the cooperative alliance between colleges, schools, and the community.

B. Career ladders for paraprofessionals, particularly those from low-income families to work in low-income areas.

C. Higher salaries commensurate with performance and responsibility. Automatic promotion regardless of competence is eliminated.

D. Wiser use of teacher talents. Less successful teachers might be used more effectively, if they did not have to perform the full range of traditional teacher tasks. (*But see the roles of staff teacher listed above*).

E. As reported in the Temple City, California, interim evaluation (Fall, 1968), there appears to be greater individualization of instruction, a more open climate, an enriched learning environment, greater teacher participation as well as satisfaction, and a good deal of pupil and teacher enthusiasm.

F. As reported in the May, 1969 article in the American Teacher, proponents of the plan advocate the plan on the basis that it promises:

- career advancement to teachers.
- retention of career teachers in the classroom, at least part of the time.
- some teachers would be paid salaries commensurate with those of administrators.
- teachers would command greater prestige.
- evaluation by colleagues.
- reduction of the gap between teacher and administrator (although the possibility also exists for widening the gap between teacher colleagues).
- a structured incentive system.
- decision-making and teacher participation.
- a vehicle for the improvement of instruction.

V. Weakness and Other Significant Questions:

A. Should the staff teacher be relieved of responsibility for curriculum development? Should not this task cut across all "levels"? Similarly, are not all staff teachers, to some significant degree, responsible for "feeding in" the latest findings and implication of educational research? Should the concept of the staff teacher be limited to "the doer"? Should not the "input" of teachers cut across these lines: instruction, curriculum design, research feedback?

B. The issue of evaluation, i.e., one would be evaluated, in part, by those who think that you may be seeking <u>their</u> job (and, maybe you are!). This can lead to divisiveness.

C. Only a limited number of doors and spaces are open "at the top". The establishment of a new elite.

D. The problem of role clarification. (See *QuEST Paper #7*). The difficulty of identifying and ranking responsibilities.

E. The problem of what happens if staff teachers should earn higher degrees than a B.A. ...but for any number of reasons does not move up the ladder. On what salary scale is <u>he</u> paid? B.A., M.A., Ed.D., or Ph.D.?

F. The question of tenure for senior teachers and master teachers. (*The basic level of a teacher continues as a tenured level, and one could continue on the salary schedule as a teacher in the traditional way. Opportunity to move to higher levels may exist, but without tenure*).

G. Difficulties (but not necessarily inherent weaknesses) which must be overcome with a great deal of effort: the need to modify the total school scheduling program, the need to establish new concepts of staff training, the need to overcome problems of communication between levels.

H. All teachers can be more effective if given the proper assignment, i.e., there is no need to create a vertical hierarchy to achieve most of the differentiated staffing objectives.

I. "The problem of distinguishing between professional and non-professional roles is even more complex than defining performance criteria".(16)

J. Intended as a financial short-cut? It may well be used strictly as an economy measure.

K. Items brought to light by the Florida AFT position paper (28) on differentiated staffing:

1. Differentiated staffing was created to serve not student needs, but administrator convenience.

2. Differentiated staffing, properly implemented, requires substantial increases in educational funds while present basic needs (in Florida) remain pitifully underfinanced.

3. Differentiated staffing embodies the philosophy and weakness of merit pay.

4. Differentiated staffing provides the legal means for using "unqualified personnel" at reduced salaries in an effort to economize on personnel costs.

5. Differentiated staffing does not reward all qualified teachers who seek advancement.

6. Differentiated staffing provides a vehicle to perpetuate racism.

7. The right to hold and express opinions which are in opposition to those held by the bureaucracy would be effectively suppressed under differentiated staffing.

8. Any educational change which does not involve real teacher participation in the planning is an exercise in futility.

9. Differentiated staffing aims to prevent collective bargaining by setting up a teacher hierarchy and dividing teacher ranks.

L. Items from the article on differentiated staffing in the May, 1969 *American Teacher:*

- it submerges the teacher in a hierarchy of levels and assumes that teacher roles and responsibilities can neatly be categorized into such levels;

- it encourages faculty separation and divisiveness;

- it vests decision-making in a new elite, substituting a new for an old elite;

- it encourages conflict in ambiguity of roles;

- it embodies the philosophy and weakness of merit pay;

- it limits the advancement of qualified teachers if no positions at the top are open;

- it usually results in increased costs without ostensible improvement in the product.

- In addition, establishing levels of teachers may provide more opportunity for undesirable distinctions to be made. Where position and title are overemphasized, their prerogative of "office" are abused, and where respect of one's colleagues is derived from position, everyday communication could be seriously impeded.

M. Teachers may become even more remote and less involved with the students.

N. Bureaucratic expansion tends to narrow decision-making opportunities and push decision-making to higher levels.

O. Big claims often are made for differentiated staffing, but the big problems often are minimized.

P. "We should develop talent, not grade it". (Dr. Don Davies, USOE, in an address at the University of Massachusetts, March, 1969). This *also* is relevant to teachers.

Q. "Evaluation is a 'bag of worms', a 'sticky business'". (Dr. Roy Edelfelt, NEA-TEPS Commission in an address at the University of Massachusetts, March, 1969.)

R. Two main items from the initial Temple City evaluation report: *(However, in fairness it should be pointed out that the project was in its early stages when the evaluation was conducted)* tendencies toward faculty separatism and toward a new elite in decision-making, conflict due to role ambiguity.

S. Former USOE Commissioner Howe and others, e.g., Dr. Dean Corrigan have stated that "organization need not be hierarchical but can be based on a team of peers".(30)

VI. Primary Issues where the concept of differentiated staffing directly relates to areas of collective bargaining:

A. Number of teaching hours -

B. Assignment -

C. Transfer Policy -

D. Workload -

E. In-service education -

F. Evaluation of teachers -

G. Use of auxiliary personnel -

H. Tenure and job security -

(This is where the AFT local QuEST and negotiating committees surely will be heard!)

VII. An AFT statement on the concept was reported in the May 1969 issue of the *American Teacher*. While no official policy resolutions have been developed, the following items generally summarize the Union's view, at this time.

1. The AFT, through the process of teacher negotiations, reiterates the necessity for teacher involvement in all phases of decision-making on matters of educational policy and process. Academic senates should not be viewed as substitutes for comprehensive collective bargaining.

2. The AFT reiterates its opposition to merit pay scales, and to other methods which may be elusive disguises for merit salary ratings.

3. The AFT reiterates its long-time goal for the limitation of maximum class size, and opposes the attempt to increase teacher-student ratios. Nevertheless, within the context of collective bargaining the AFT does support all forms of legitimate educational experimentation--such as modular or flexible scheduling, team teaching, use of paraprofessionals and, indeed, specialization and differentiation of teacher role and assignments on a horizontal basis. What it does not support is so-called educational "solutions" which create more problems than they were intended to resolve and promote divisiveness in the teaching profession.

4. The AFT supports the position that teaching is not competitive. It is a cooperative and communal effort and so it should remain. Nothing must be injected to create divisiveness.

5. The AFT supports legitimate and comprehensive research efforts in order to evaluate various differentiated staffing models. Such evaluatory research must take into consideration the effects of these models upon educational productivity.

In addition, President Selden, in his "State of the Union" address at the 1969 Convention stated:

> The idea of differentiated staffing--separating faculty members into specialized functional and status categories--originated outside the governing bodies of the teaching profession--either NEA or AFT--and, it was thrust upon us without discussion or vote. Now we have to deal with it...We have avoided an outright negative response but, at the same time, we have made it clear that we will not support the introduction of ranks into elementary and secondary school teaching. We consider this merely a device to introduce merit rating in disguise.

VIII. *It is my <u>personal</u> view that a positive, negotiated response or plan can be developed which would incorporate basic union concepts. Such a positive response can be incorporated into collective bargaining contracts. While the details of such a plan will needed to be filled in across the negotiating table, through the process of collective bargaining, in my personal view, such a positive design would include the following key items:*

1. *It must improve the pupil-teacher ratio, not make it more burdensome.*

2. *It must eliminate--not increase--clinical chores.*

3. *It must boost dramatically the salaries of <u>all</u> certificated staff. In addition, single salary schedules could be pro-rated to include the levels of paraprofessionals on career ladders.*

4. *It must provide tenure protection and a grievance procedure to assure every member of the staff due process.*

5. *Specific differentiated job descriptions should be worked out to include both specialists and generalists. (However, it is philosophically untenable, I maintain, to distinguish hierarchical levels of responsibility among and within these groups.) (See* QuEST Paper #7.)

6. *Evaluation should stress the identification of strengths and weaknesses and, hence, should lead to individualized and personalized growth plans, i.e., in-service education. (See the concept of the Continuous Progress Alternative in several QuEST papers).*

7. *Some staff would be full-time and some would be part-time. This is more important than it seems on the surface. The intent here is that the school staffing patterns, indeed, should be more flexible than they have been in the past.*

8. *A general horizontal conception of the single salary schedule is conceived. For example,*

High School Diploma or Equivalent	*AA*	*BA-30*	*BA-15*	*BA*	*BA+15*	*BA+30*	*MA*	*etc.*

...determination of salary is based on experience, education, and whether service is for full-time or part-time work.

9. *A general horizontal conception of staffing is conceived. For example,*

Sub-certificated Personnel	*Certificated Personnel*
youth tutoring youth *aides* *assistants* *associates* *interns* *students-in-teaching, etc.*	*specialists in such areas as media, diagnosis, instruction, etc.* *good old-fashioned generalists and occasional renaissance types...*

PART II

FAVORITE QUOTES

Staff differentiation is education's new "in" term. It is a concept which calls for experimentation and, within the framework of collective bargaining, redevelopment in order to provide a greater concern for the group it most directly effects, namely, classroom teachers. It is a concept for which one must attempt to utilize the positive and workable elements and discard the divisive and unreasonable ones.

As one reads through the many papers and reports, a number of items stand out which simply must be shared more widely. Whether one supports DS outright, opposes it unequivocally, or sees it as an idea which has some "merit" (no pun intended) as well as some serious weaknesses, reactions are inevitable. It is impossible to stay totally neutral, one way or the other.

Below are some of the more interesting quotes from the DS literature. They are offered without comment. But I am certain that you will, of course, supply your own comments. (The number in parentheses again refer to the item in the bibliography).

- What needs to be done to improve the status of the career teacher?

  1. Reduce the total number of teachers.

  2. Abandon the equality theory. Move toward a more differentiated staff, in which there is a high level of position toward which young persons can aspire and toward which they can, if they are competent, make steady progress. You should not be able to start at the top. (9)

- The senior teacher shares responsibility with the master teacher for carrying out a self-renewal function that works like this:

- About 60 percent of the senior teacher's time is spent in the classroom, where he tests new methods suggested to him by the master teacher. When he feels he has worked out an effective technique, the senior teacher conducts inservice workshops for all the teachers in his field at that school, training them in the use of the new technique. (11)

- About 40 percent of the master teacher's time is spent in the classroom; in addition, it is his responsibility to keep abreast of all research into new methods and content in his curriculum area. He evaluates the research and decides what should be assimilated into the system from kindergarten through 12th grade. With the help of the senior teachers, he devises pilot projects to test the new methods and plans. (11)

- Decision-making authority is primarily vested in the senior teachers through an Academic Senate (which is responsible for the individual school's program), through an Academic Coordinating Council (which is responsible for curriculum throughout the district). Three senior teachers, one tenure teacher elected by the staff, and the principal

sit on the Academic Senate which meets twice a week and decides by majority vote virtually everything that takes place in the school. (11)

- By employing more Associate and Assistant Teachers and less Specialists and Senior Teachers, costs can be kept in line with existing salary allocations. (20)

- The Academic Senate is to assume all of the responsibilities of the present school curriculum council plus the development of recommendations in all other areas which are of school, district, and system wide concern. These would not only include the improvement of the instructional program but also such areas as: administrative policy, board policy, evaluation, and teacher welfare problems. (20)

- He (the principal) is the controller of the decision-making process. (20)

- The disciplining of students is the responsibility of the principal; however, it is quite possible that routine work in this area would be delegated to other staff members. One or more teachers who are particularly able in working with students could be cast in a part-time disciplinarian role. (20)

- As a teacher progresses up the promotional ladder, he is required to assume additional responsibilities. These would include working with new teachers, guiding students, leading teaching teams, working on new curriculum projects, assisting in school management, scheduling, allocating instructional resources, teaching in-service courses, etc. (20)

- Working with the Academic Senate, the principal will define job responsibilities for each member of the faculty. (20)

- It is apparent the end results of differentiated staffing upon the actual learning process are not conclusive enough at this time to warrant a massive plunge of the entire state into this new approach to teaching. (22)

- The Master Teacher and the Senior Teacher form the "self-renewal" unit in a subject or skill area. These two advanced personnel feed into the school a steady flow of relevant new practices and curriculum content to keep the school abreast of the times and thereby avoid much of the content and instructional obsolescence so common in schools today. (27)

- The Master Teacher is first a good teacher, though not perhaps the outstanding teacher as in the case of the Senior Teacher. (27)

- The Senior Teacher is a learning engineer. (27)

- The staff teacher is freed from curriculum development. (47)

- Policy-making at each school would be vested in an academic senate composed of senior teachers and staff teacher representatives...This body would conduct school business pertaining to instruction, including decisions on class size, course offerings, course requirements, grading

policies, and schedules; determine school discipline policies; function as liaison with the district or county office and other schools; and coordinate the evaluation of their colleagues at the school level. (47)

- A brief summary of possible major differences among these four teaching levels might be that the master teacher would be responsible for shaping the curriculum, researching new instructional techniques, and investigating new modes of learning. The senior teacher might be responsible for making the concepts and goals of the curriculum explicit for a given course or grade level. The staff teacher then would be the most likely person to translate these curriculum units and goals into highly teachable lesson plans and, along with associate teachers, to assume the major responsibility for carrying them out. (56)

- "They ought to take that ladder and lay it on its side." Bruce Eckman, Association of Classroom Teachers.

PART III

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From the *American Teacher*, May 1969.

- Where is differentiated staffing being implemented?

The original model was developed by Dwight Allen, dean of the University of Massachusetts School of Education, formerly of Stanford University, and presented to the California State Board of Education in 1966. The plan was first introduced in Temple City, California, with the aid of a $42,000 grant from the Kettering Foundation. In Florida, the 1968 legislation requested that the state department of education undertake a feasibility study of several organizational models. Pilot projects are being set up in eight Florida counties. Several states

(e.g., Wisconsin and Massachusetts) appear to be moving toward implementing this concept through changes in state certification regulations. Local districts, as many as 200, are reported to have some *aspects* of differentiated staffing.

- How does differentiated staffing differ from traditional staffing patterns?

  Models currently in use or under consideration advocate three or four gradations, usually along the pattern of associate teachers, staff teachers, senior teachers, and master teachers. In the past, whereas all teacher have been paid on a single-salary schedule, the differentiated staffing concept suggests that teachers would be paid according to the level of their assignment and "responsibility." The basic level will continue to approximate the salary presently being paid on bachelor's-degree schedules, although it is claimed that a few teachers at the top of the ladder could earn more than some administrators.

- Is differentiated staffing an educational fad? What are some safeguards against it becoming such?

  Experience in educational "innovation" illustrates that faddism is an unworthy alternative, often detracting from bona-fide educational reform. Since there is relatively little prior experience upon which to rely, ventures such as staff differentiation must be closely scrutinized. For example, the use of teacher aides in lieu of professionally trained teachers may be a tempting way to sell such a program. Although differentiated staffing does expect to make more effective use of teaching personnel, there is no evidence to suggest that this can be achieved by decreasing expenditures. One safeguard against exploitation of teacher aides is to clearly define professional and nonprofessional tasks and see that allocation of assignment is consistent with one's preparation.

  Already, some differentiated staffing proposals have anticipated using paraprofessionals as teacher substitutes in lieu of certified professional personnel. The problem is accentuated by the tendency for skilled teachers to move out of the classroom in order to become involved in ancillary activities, such as coordinating and supervising other teachers. By misusing the services of auxiliary personnel, teachers very easily become more remote from pupils and less involved in their problems and lives.

  Differentiated staffing assumes role definitions which also could adversely affect interpersonal working relationships, especially in team arrangements. It seems essential, therefore, that staffing arrangements include options for some teachers to function in traditional self-contained classrooms. The concept of differentiated staffing should not be expected to provide the ultimate for every teacher. Extensive differentiation of assignments which are highly specialized has the potential for restricting perspective and inhibiting individual initiative. Role definitions, therefore, should not become operational straitjackets. All members of the teaching profession should have the opportunity to develop their individuality along lines which are beneficial to both students and staff.

Studies in business and industry have shown that bureaucratic expansion of structure tends to narrow decision-making opportunities of workers and push decision making into higher levels of an organization. It is essential, therefore, that differentiated staff models avoid such bureaucratic tendencies. In contrast to an industrial bureaucracy, teacher groups should work to increase the decision-making opportunities of all those in the profession. All staff members should be involved in those decisions that immediately or ultimately affect them.